

# Bristow Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	125020
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315124
<b>Inspection date</b>	7 November 2008
<b>Reporting inspector</b>	Charalambos Loizou

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	159
Government funded early education provision for children aged 3 to the end of the EYFS	87
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Mary Keys
<b>Headteacher</b>	Mrs Karen Harley
<b>Date of previous school inspection</b>	9 May 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	James Road Camberley GU15 2RG
<b>Telephone number</b>	01276 23791
<b>Fax number</b>	01276 675894

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<b>Age group</b>	3–7
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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and particularly investigated the following areas:

- the quality of teaching and its impact on sustaining improvements to standards, particularly in writing
- the extent to which assessment has improved since the school's last inspection
- the impact of the curriculum on pupils' academic and personal development, and the extent to which the school acts on pupils' and parents' views.

Evidence was gathered from lesson observations, the analysis of test results, teachers' assessments and records of pupils' performance, as well as parents' responses to questionnaires and discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Bristow is a small infant school. The Nursery admits three-year-olds who all attend part time. Four-year-olds attend the Reception year full time in two classes, one of which is of mixed age where the children are taught alongside Year 1 pupils. The school was recently given responsibility for managing and governing a Children's Centre with a new building due to open next year. At the time of the inspection, new families and young children were being welcomed during a 'family play and learn' session. The Children's Centre will admit children up to the age of three from September 2009 and will work with families with children of all ages from pre-birth. Throughout the school, the majority of pupils are of White British heritage, although other pupils come from a wide range of minority ethnic backgrounds, the largest group being of Indian heritage. The proportion of pupils who are in the early stages of learning English is higher than in most schools. The number of pupils eligible for free school meals is well above the national average. The proportion of pupils with learning difficulties and/or disabilities is similar to most schools. Their main areas of need are in speech and language, with a small number of physically disabled pupils. The school has the Healthy Schools, Activemark, Investors in People, the Basic Skills Quality Mark and Partnership with Parents awards. The headteacher has been in post since April and was formerly the school's deputy headteacher.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Bristow is a good school that enables its pupils to achieve well in both their academic and personal development. One parent rightly commented that, 'Children are definitely at the heart of everything the school does.' The overwhelming majority of parents who responded to the inspection questionnaire paid tribute to the efforts of the headteacher and staff, reflecting the very strong links and partnerships the school has with its local and wider community. The staff in the new Children's Centre have made a good start on introducing themselves to families and young children. When fully operational next year, the Centre is well placed to enhance the school's Early Years Foundation Stage (EYFS) provision and forge more links with families and very young children.

There is good leadership and management at all levels. The headteacher and staff have worked tirelessly to maintain good teaching. The most recent national assessments show that they have been successful in improving standards. The majority of children join the school in the EYFS with skills and abilities that are well below those expected of three- and four-year-olds. A significant proportion of pupils start school with very limited language and communication skills. Assessments in 2008 show that pupils in Year 2 made good progress to reach standards in reading, writing and mathematics that were in line with the national average. Pupils performed well so that a high proportion reached the higher Level 3 in reading, mathematics and science. (This is one level above that expected of seven-year-olds). Assessments also confirm that pupils of all backgrounds and abilities achieve well in relation to their starting points. Good teaching throughout the school is sustaining improvements to standards with current Year 2 pupils on course to reach even higher standards. Writing standards are improving too, although the proportion reaching the higher Level 3 is much lower when compared to reading, mathematics and science. Pupils' recorded work shows that they can write clearly and accurately but some more able pupils lack the confidence to write extensively and at length independently.

One parent reflected the views of many when stating that, 'The school is an inclusive and innovative school that is always looking for ways to improve.' Parents are right. The school has made good progress in improving the way it tracks and monitors pupils' performance so that the staff can intervene to provide extra support for groups and individuals when it is most needed. This is particularly effective for those in the early stages of learning English. Provision for information and communication technology (ICT) has improved well with more opportunities for pupils to use computers during lessons. Combined with consistently good teaching and improved assessment procedures, the school's data show that all groups of pupils, including those with speech or communication difficulties, and those who are physically disabled, make good rates of progress.

The staff provide good care, guidance and support for the pupils, and combined with a stimulating curriculum, these contribute significantly to pupils' good personal development and much improved attendance rates. Pupils enjoy school and appreciate the way the staff value their efforts. This is reflected in the way pupils' work is beautifully displayed in classrooms and around the school. High quality artwork in Year 2, for example, representing pupils' paintings and drawings in the style of Picasso, demonstrates both high expectations and a stimulating curriculum. The staff are very good at encouraging parents to support their children's learning at home. For example, literacy and mathematics homework tasks, designed and organised at different levels, are regularly set and culminate in special awards for pupils who complete a number of these with their families.

Pupils are well behaved and say that they like the many things they do, even during break times. As one commented, 'There's lots to do out here, it's great fun', proudly pointing to the wide range of outdoor climbing equipment and playground games. Very positive relationships between pupils, families and staff provide a strong basis for learning which makes an excellent contribution to community cohesion within and beyond the school community. The school's curriculum and extensive out of school activities, visits and visitors do much to promote racial and social harmony. This helps pupils to understand ethnic and cultural diversity by appreciating shared values. Parents welcome the opportunities the school provides to care for their children during breakfast club and, especially for working parents, governors provide daily reading sessions each morning so parents can bring their children to school early before going to work.

Pupils show positive attitudes and are proud of their school council, which gives them an opportunity to express their views and ideas. Pupils' spiritual, moral, social and cultural development is good. They develop good levels of confidence and self-esteem. Opportunities to organise fund-raising or deliver harvest packages to local residents, for example, prepare pupils well for the future. Pupils say they feel safe and are confident that adults will help them if they have a problem. Pupils have a good understanding of healthy lifestyles, and participate readily in healthy eating and exercise in school.

There is good leadership, management and governance. The leadership team, staff and governors respond extremely well to parents' and pupils' views through regular surveys and parent workshops. The staff's accurate evaluations of the school's effectiveness reflect their high aspirations for both the school and the Children's Centre in the future. The school has good capacity to build still further on its success.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children make good progress in both the Nursery and Reception classes. By the start of Year 1, most children are working at levels close to those expected for their age in most areas of learning, although the levels reached in language and communication for some children are still below those expected of five-year-olds. The staff are particularly skilled at helping the children to improve their personal and social skills, so the climate for learning and play is good throughout the EYFS. Children achieve well in early language and reading because there are good opportunities for them to share books and talk about characters and stories. Number, calculation and problem-solving skills improve well, for example, when children count out objects and look for patterns when grouping or sorting objects or exploring shapes and spaces outdoors. Clearly defined role play and graphic areas help the children to improve their early writing skills, although there is scope to improve this aspect of learning further. There are some missed opportunities to provide regular links between activities and writing. This means the children do not always experience more sustained writing activities. Children thoroughly enjoy indoor and outdoor activities. Challenging problem-solving tasks and high quality resources help to extend children's thinking and learning. Regular and effective assessments of children's progress, performance and welfare are maintained and these help to inform parents how well their children are doing. Children are often prompted to explain their ideas, for example, when taking on the role of 'traffic officer' to direct Nursery children safely around the role play road and path when riding vehicles. Children benefit enormously from the many opportunities they have to explore outdoor spaces. The children develop their confidence and self-esteem very well and EYFS provision is well managed.

### **What the school should do to improve further**

- Increase the proportion of pupils reaching higher levels in writing by the end of Year 2 to raise standards.
- Provide more opportunities in the EYFS for Nursery and Reception children to practise and develop their writing skills.

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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 November 2008

Dear Pupils

Inspection of Bristow Infant and Nursery School, Camberley, GU15 2RG

You were all so welcoming when the inspectors came to see you. We really enjoyed talking to many of you during the day. We agree with many parents who say that you go to a good school and can see why you love going to school which has also improved attendance rates. Well done.

You are so lucky to have such caring people looking after you. We really loved looking at your beautifully displayed work, paintings and ICT work. We were very pleased with your good behaviour and the way you all play and work together so well. The children in the Nursery and Reception classes are doing well with lots of fun things to do to help them learn stories. The inspectors were very impressed with the outdoor areas and we really liked the way you all take turns to be the 'lollipop person', dressing up and helping everyone to ride their tricycles safely.

Throughout Years 1 and 2, the inspectors think you are doing well with your reading, mathematics, science and ICT work. We would like you all to keep working hard because your teachers are providing you with good challenges and I can see from your test results that you are doing well in your studies to reach the standards you should for your age. Your headteacher, teachers, assistants and governors are doing a good job, especially in helping the school and the new Children's Centre to grow and develop still further. They have some good plans for further improvements to the school and have shared them with your parents. The inspectors were impressed with your homework tasks and the work that you and your parents do together at home.

We have asked your teachers to help you do even better by making sure that more of you reach higher levels in writing by the time you finish Year 2. We have also asked the Nursery and Reception staff to give the children more time to practise early writing. You can all help too by making sure that you all come to school every day and keep trying hard.

I wish you and your parents the very best and I am so pleased to have met you all. You were all great!

Yours sincerely

Charalambos Loizou

Lead Inspector